

CLIL Module Plan

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School	I.C. Giudicarie Esteriori - Scuola Primaria di Fivavé				
School Grade	<input checked="" type="radio"/> Primary		<input type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
Subject	Educazione alla cittadinanza		Topic		LIFE ON LAND
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>This Unit will be proposed to the 5th class of the Primary School of Fivavé. There are thirteen students in the class, ten girls and three boys. Eleven students speak Italian as their mother-tongue while two of them speak Arabic as their first language. In the class there is a student with special educational needs and four students with specific learning disabilities. They will be guaranteed more time to carry out every activity and every text will be read aloud for them by the teacher or their classmates in order to simplify comprehension. For this reason, most activities will be developed in groups, a strategy which students are accustomed to. Moreover, every activity will be characterized by visual support. Students have been studying Music and Physical Education in CLIL Methodology since their first school year (in the first and second year these subjects were carried out in German while from the third year on in English). This year they have 5 hours of English and CLIL lessons per week. Students have not an equal English level. Nevertheless, the average CEFR LEVEL is A1.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students have already been introduced to the description of a natural environment. Indeed, they recognize the existence of the four elements and, specifically, the role carried out by the plant kingdom. Students have to know what is an acrostic poem and a tagul. Students already know some problems connected to the environment and some sustainable solutions.</p>	<p>Students have to know the names of natural elements (water, soil, air, tree, rain, river, lake, leaf, roots); to know basic vocabulary to describe a natural landscape; to know the form "there is/there are..."; to be able to conjugate verbs in the present simple; to know the basic sentence structure (S-V-O).</p>

Timetable fit	<input checked="" type="radio"/> Module	Length Length 7 lessons of 50 minutes each
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Description of teaching and learning strategies

During the module the teacher will propose different activities: brainstorming, group debate, group and peer work, individual work, task-based learning, cooperative learning activities, learning races, learning by doing (experiments, creations of handcraft), videos on Youtube, exposition time where students can expose their works to their classmates. Thanks to these activities, students will be given the opportunity to improve the four language skills (speaking, listening, reading and writing). Moreover, scaffolding will be promoted.

Overall Module Plan

<p>Unit: 1 HUMAN ACTION ON EARTH Unit length: 2 lessons (50 minutes each)</p>	<p>Lesson 1 HUMAN ACTION ON EARTH (part 1)</p>
	<p>Lesson 2 HUMAN ACTION ON EARTH (part 2)</p>
<p>Unit: 2 THE IMPORTANCE OF TREES Unit length: 3 lessons of 50 minutes each</p>	<p>Lesson 1 THE IMPORTANCE OF TREES (part 1)</p>
	<p>Lesson 2 THE IMPORTANCE OF TREES (part 2)</p>
	<p>Lesson 3 THE IMPORTANCE OF TREES (part 3)</p>
<p>Unit: 3 OUR GREEN ACTION Unit length: 2 lessons of 50 minutes each</p>	<p>Lesson 1 OUR GREEN ACTIONS (part 1)</p>
	<p>Lesson 2 OUR GREEN ACTIONS (part 2)</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	HUMAN ACTION ON EARTH (part 1)		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	20 minutes	Students will be able to understand the consequences of human action on the environment.	The teacher shows the pupils the video "Dr. Seuss' The Lorax How bad can I be?" to introduce the main topic of the unit. After watching the video, the teacher asks students their opinion about it.	<p>Skills</p> <table border="1" data-bbox="1104 167 1444 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary As students still do not know the specific terms related to the consequences of human action on the environment, they can use L1 to refer to possible prior knowledge. The teacher introduces the specific vocabulary orally during the discussion. (clean/dirty; deforestation; soil erosion; chemical waste; loss oh habitat</p> <p>Communicative structures "What happens in the video?" "What does the man do?" "What are the consequence of human action?"</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Video " Dr. Seuss' The Lorax "How bad can I be?" (see link: link)	The teacher observes the students' level of participation in this activity, their ability to remember and understand relevant information from the video and writes down the ideas presented by everyone (maybe she/he also records their speeches).
L	S	R	W								

2	30 minutes	Students will learn the specific vocabulary related to the consequences of human action on the environment and will understand the scientific consequences of it.	Children are divided into groups and they are given two worksheets: the first has a blank diagram, while the second is a picture dictionary with causes and effects of human action on the environment (see U1_L1_ALL1). Their task is to cut the picture dictionary out by following the lines and place them into the blank diagram, reflecting on the cause-effect of certain actions. The teacher has the solution diagram at her/his disposal (see U1_L1_ALL2). At the end of the task every group will compare is own answers with the other ones.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Smog pollution, deforestation, factories, livestock industries, chemical waste, loss of fresh water, loss of clean air, loss of habitats, soil erosion</p> <p>Communicative structures Cut out the pictures. Look at the pictures and read their name. Place the pictures in the right square onto the diagram.</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L1_ALL1.pdf • U1_L1_ALL2.pdf <p>Scissors, glue</p>	The teacher observes the students' level of participation in this activity and evaluates the final group work.
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	HUMAN ACTION ON EARTH (part 2)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Children will learn to expose their work to their classmates and will be able to make a comparison.	In order to remember the content of the previous lesson, students are divided into pairs. Everyone is given a white A4 sheet, divided into two parts: "BEFORE" and "AFTER" (see U1_L2_ALL1). On the left they have to draw how the forest was before human actions, on the right how it was transformed negatively at the end of the game. When they have finished, they must describe their work to their classmate. At the end of the task the teacher asks if someone wants to expose his/her work to the whole class.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary green grass, trees, animals, clean water, dirty water, colours, dark</p> <p>Communicative structures Each of you has got a white paper. On the left side, draw how the forest is before human action. On the right side, draw how the forest is after human action. When you have finished, describe your work to your classmate.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL1.pdf • U1_L2_ALL2.pdf <p>Pencil, rubber, colored pencils, felt-tip pen</p>	The teacher observes how students manage to expose orally their work and if there are some difficulties with the vocabulary needed. She/he takes notes about every student's performance (see U1_L2_ALL2).
L	S	R	W								

2	10 minutes	Children will be able to work in group, to express their personal ideas, to listen to others' opinion.	Children are divided into groups. Every group receives a fill in the gap exercise with the lyrics to the song "The Habitat Song" and skims the text. They first try to guess in groups where the missing words go and then they check their answers by listening to the song twice (see U1_L2_ALL3).	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Habitat, ocean, sea, river, forest, bear, rabbits, fish, world, foxes, oxygen, dump, trash, bad habits, love</p> <p>Communicative structures Read the text. Try to guess where the words go. Listen to the song to check your answers.</p>	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL3.pdf <p>Pen The Habitat Song on Youtube (see link: link)</p>	The teacher observes how children work in groups, if they write the names correctly on the sheet and checks everyone's participation in the conversation.
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3	10 minutes	Students will be able to self-assess their understanding about the topic.	The teacher leaves a “question box” on his/her desk: every child can write down questions about anything they haven’t understood or would like to know more of.	<p>Skills</p> <table border="1" data-bbox="1093 165 1429 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary I like, I don’t like, I don’t understand why/how...</p> <p>Communicative structures Write down on a piece of paper any doubts or questions. Put them in the question box.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Question box, pieces of paper, pen	The teacher self-assesses his/her own work thanks to the students’ questions or comment in the question box and, moreover, she/he can notice possible problems of his/her students.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	THE IMPORTANCE OF TREES (part 1)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10 minutes	Children will check their knowledge about trees and their functions. Children will be able to use terms learnt in the first lesson. Children will learn new vocabulary about trees and their functions.	This lesson takes place in the classroom. The teacher writes on the blackboard the word "TREE" and asks pupils: "Are trees important?", "Why are they important?". She/He writes down pupils' answers. If someone says a word in Italian, teacher writes it in English. Words will be left on the blackboard so that children can use them for the next activity.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Tree, shades, habitat of animal, produce oxygen</p> <p>Communicative structures "Are trees important?", "Why are they important?"</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Blackboard, liquid chalk pens	Through this activity, the teacher can check the students' knowledge about trees and their functions. Teacher observes every student's level of interaction.
L	S	R	W								

2	20 minutes	Children will learn new specific terms related to the functions of trees.	The teacher encourages learners to pull out a paper strip from a mystery box positioned onto a desk. A specific expression related to the topic is written on every strip (examples: provide food, keep the air clean and cool etc.). Every child reads aloud his/her expression and the teacher helps them by drilling the correct pronunciation. Then, the teacher reads the text "Trees are the heart of our planet" (see U2_L1_ALL1) aloud. When children hear their expression being read, they must stand up.	<p>Skills</p> <table border="1" data-bbox="1104 167 1444 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Give us food, keep the air clean and cool, produce about 30% of the oxygen, clean toxic emissions, reduce costs of using air conditioning, stop erosion, stop rainwater from running off the land, give shelter, give beauty, give homes</p> <p>Communicative structures Pick up a paper strip from the mystery box. Read it aloud. Now I am going to read the text. When you listen the expression of your strip, stand up.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L1_ALL1.pdf Mystery box, paper strips	The teacher can check the listening competence of every student by seeing if he/she stands up when hearing her/his expression.
L	S	R	W								

3	20 minutes	Children will be able to recognize written expressions after listening to their pronunciation twice (first by their classmates and later by the teacher).	Children are divided into groups. Every group is given a written copy on the test read in the second activity (U2_L1_ALL1). They are asked to highlight the functions carried out by trees. Then every student copies on a white paper the mind-map previously done on the blackboard and adds the expressions underlined in the test. In the test there are some words in bold whose meaning is explained in the glossary.	<p>Skills</p> <table border="1" data-bbox="1104 164 1440 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Give us food, keep the air clean and cool, produce about 30% of the oxygen, clean toxic emissions, reduce costs of using air conditioning, stop erosion, stop rainwater from running off the land, give shelter, give beauty, give homes (and personal ideas emerged in activity no.1)</p> <p>Communicative structures Read together the test. Highlight the functions of the tree. Copy the mind-map on the blackboard on a white paper. Add the functions found in the test.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L1_ALL1.pdf <p>White paper, highlighters</p>	The teacher observes if students remember the expression just read aloud and if they manage to find them into the test.
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	THE IMPORTANCE OF TREES (part 2)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	30 minutes	Children will be able to follow the teacher's instructions to carry on the experiment. Through the experiment, children will understand how important trees are to prevent soil erosion. Children will learn to work in group correctly.	Children are still in groups, every group is given the material needed. The teacher orally explains step by step what they must do and follows up by giving them written instructions (see U2_L2_ALL1). Every group carries out the experiment. After the fourth step students will see how water will partially remain on the tree crowns and the soil will remain in place because the roots of the trees keep it in place and it isn't flooded by the water, which in nature would be absorbed by the roots. After the ninth step, children will experience soil erosion because there are no trees left to absorb the water and keep the soil in place with their roots. (To see an example of the experiment look at U2_L2_ALL2). At the end, every group shares what they observed and the teacher elicits that one of the main functions of trees is to absorb the water and keep the soil in place to prevent soil erosion.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Topsoil, water, glass, ice cream stick, pour, tinfoil, toothpick, creep paper, tree crown, hill</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L2_ALL1.pdf • U2_L2_ALL2.pdf <p>some topsoil, a toothpick, a piece of tinfoil, some ice cream sticks, some green crepe paper, a glass full of water.</p>	<p>The teacher checks if students understand his/her instructions and if they do it correctly. Then she/he observes if everyone participates actively in the experiment. She/he takes notes of whom tries to explain the reason why soil first remains in place and</p>
L	S	R	W								

Communicative structures

Try to do this experiment. Glue the green crepe paper onto ice cream sticks to create tree crowns. Lay a piece of tinfoil onto the table. Put the topsoil on the tinfoil to create a hill. Place some of your trees on this hill. What do you think that happens by pouring some water onto the trees? Pour 1/2 of the water onto the trees. What happens? Why does the soil remain in place? Write or draw it down. Now take your trees out of the soil. Pour the water that is left onto your hill. Observe what happens now. Write or draw it down. Why does soil erode?

place and later not.

2	20 minutes	Children will follow the instructions of the teacher to create their own acrostic poem on the word "tree".	Every child invents and writes an acrostic poem with the word "TREE" on a sheet of paper shaped as a leaf; students take turn reading their poem and stick it onto a cardboard tree. (To see an example of this activity look at U2_L2_ALL3)	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Vocabulary on tree and its function already learnt</p> <p>Communicative structures On this leaf you have to write a message related to tree. For every letter you have to write a word.</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L2_ALL3.pdf <p>White paper, tree-shaped poster, felt-tip pens</p>	The teacher checks if every student understands his/her instructions and if they are doing it correctly.
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CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	THE IMPORTANCE OF TREES (part 3)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20 minutes	Children will solidify language and understanding of the parts of the tree. Children will make decisions in groups about what to write into their own tagul. Children will be able to speak about the functions of trees with the language acquired in the previous lessons. Children will be able to interact in a group.	Children are divided in groups of 3. Every group creates their own Tagul using the key words learnt during the previous lessons (revising-speaking) related to the topic “trees”. (To see an example of this activity look at U2_L3_ALL1).	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Crown, erosion, soil, water, clean, dirty, deforestation etc.</p> <p>Communicative structures Now I give you a white paper. On this white paper you have to write down every word connected to trees. You have to write down in a peculiar way. Indeed, your test must have a natural shape.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L3_ALL1.pdf White paper, felt-tip pens, pencil, pens	The teacher can check the students' current knowledge about trees and their functions. The teacher observes every student's level of interaction.
L	S	R	W								

2	20 minutes	Children will solidify language related to the functions of	The teacher gives every student 2 sheets: one with 6 pictures (see U2_L3_ALL2) and the	<p>Skills</p>	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> • U1_L2_ALL2.pdf • U2_L3_ALL2.pdf • U2_L3_ALL3.pdf 	During the activity, the teacher walks
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trees. Children will reflect on the functions carried out by trees. Children will answer simple questions.

other with a list of questions (see U2_L3_ALL3) about the functions of trees in order to refresh vocabulary and concepts. The questions are built in a scaffolding order, from a yes/no question to an open question. Looking at the pictures, every student has to think how to answer them individually, then children will be divided again in groups of 3 to compare orally their answers. At the end, every group will share in front of the class their ideas.

L	S	R	W
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Key vocabulary

Provide food, offer a home, help protect animals' habitats, stop smog pollution, clean the air, absorb smog in the air, photosynthesis, produce oxygen, absorb carbon dioxide, keep the water clean, give animals' food, give animals' a house, give people wood, keep air cool, prevent soil erosion

Communicative structures

Now I give you one sheets: one with pictures and one with questions. First, try to answer the questions individually. Look at the pictures to remember the vocabulary and the functions of trees. When you have finished, compare your answers with the ones of two classmates.

- Group work
- Pair work
- Individual work

Pen, pencil

around the classroom and monitors the groups while taking notes and completing his/her task report about speaking skills. The task type is speaking and the criteria he/she wants to assess are fluency, pronunciation, and vocab accuracy (see U1_L2_ALL2). The teacher can ask questions and support thinking processes of students.

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3	10 minutes	Children will be able to self-assess their knowledge and work.	To conclude, the teacher gives every child a rubric to self-assess the work done and his/her own knowledge and competencies (see U2_L3_ALL4).	<p>Skills</p> <table border="1" data-bbox="1086 494 1426 550"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary I can, I can't, I was good at, I was excellent at, I help, It helped me, I liked, I wasn't so good at, I didn't like</p> <p>Communicative structures Now I give you a self-assessing paper. Read every sentence and put a cross on the right column.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U2_L3_ALL4.pdf Pen, pencil	The teacher evaluates the students' ability of self-assessing his/her own competence and knowledge.
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	OUR GREEN ACTIONS (part 1)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Children will learn new vocabulary related with planting a seed and its growth.	The teacher begins the storytelling of “The story of Wangari Maathai” by using a poster on which the characters will be moved throughout the scenes. At the end of the storytelling session, the teacher leads a conversation with children about the content of the story.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Fields, make a hole, plant a seed, soil, grow, under the shades of trees, cut down, build factories, become e desert, burn wood, poor, hungry, plant a tree</p> <p>Communicative structures Sit down in a circle. I am going to tell you The story of Wangari Maathai.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Video of storytelling (see link: link)	The teacher observes if children are listening to him/her while telling the story. Then, she/he checks their comprehension of the story.
L	S	R	W								

2	35 minutes	<p>Children will be able to follow instruction. Children will understand the imperative form. Children will improve sensory motor skills.</p>	<p>The teacher tells the children they can follow Wangari Maathai's actions by planting a seed. The children are divided into groups and they are provided with the required material. The teacher orally explains step by step what they must do and follows up by giving them written instructions (see U3_L1_ALL1). Every group carries out the experiment. After the experiment, the teacher explains that the children will have to take care of these plants during the year and asks them to decide within their group to decide what they need to do and how to divide the tasks.</p>	<p>Skills</p> <table border="1" data-bbox="1077 165 1415 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Vase, seed, topsoil, make a hole, place, cover, press, water the soil</p> <p>Communicative structures Take the vase and fill it with topsoil. In the middle of the vase make a hole deep enough to host our seed. Place the seed inside the hole. Cover the seed with more topsoil. Slightly press the soil down. Water the soil by gently pouring water in the glass.</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U3_L1_ALL1.pdf</p> <p>A seed and a vase per group, some topsoil, a glass of water.</p>	<p>The teacher checks if students understand his/her instructions and if they do it correctly. Then she/he observes if everyone participates actively in the experiment.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	3	Lesson number	2	Title	OUR GREEN ACTIONS (part 2)
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	15 minutes	Children will learn the meaning of the verb “should” and its use. Children will think and express their ideas about what actions they can do to take care of the environment.	The students return to their group to discuss and find an answer to the following question: “What everyday actions should we do to help our planet?”. They must answer using the verb “should” to give advice; the teacher gives an example, saying “We should... take care of the animals”, “We should plant more trees” etc. When they have finished discussing, the teacher shows 9 everyday actions on the IWB and adds any additional advice the children have thought of. 9 ways to help the Earth: 1. Plant a tree 2. Pick up trash 3. Recycle 4. Walk, cycle, or use public transport 5. Do not waste paper 6. Buy recycled objects and materials (e.g. recycled paper notebooks) 7. Conserve water 8. Turn the lights off 9. Use reusable Tupperware and bags	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary We should...; plant a tree, pick up trash, recycle, walk, cycle, use public transport, do not waste paper, buy recycled objects, conserve water, turn the lights off, use reusable bag, use reusable Tupperware</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U1_L2_ALL2.pdf Papers, IWB	The teacher observes how students manage to express orally their ideas and if there are some difficulties with the vocabulary needed. She/he takes notes about every student’s performance (see U1_L2_ALL2).
L	S	R	W								

				<p>Communicative structures</p> <p>What everyday actions should we do to help our planet? In groups try to answer the question. Answer by saying “We should...” To give you an example, you could say: “We should... take care of the animals, we should plant more trees”. When you have finished, tell me your ideas. I will write them on the IWB.</p>		
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2	20 minutes	Children will apply their knowledge in order to answer the questions. Children will describe orally the chosen picture.	Children in pairs choose one way to help the Earth from the previous activity and receive a worksheet: on the left side there is a picture representing their chosen activity (e.g. “Plant a tree”) while on the right there are three statements: two are true and one is false (see some examples in U3_L2_ALL1). When they have finished the teacher will check their answers. Then they are encouraged to talk and describe their image within the pair.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Ride a bike, plant a tree, water the plant, pick up trash etc.</p> <p>Communicative structures Choose one way to help the Earth from the ones written on the IWB. Answer the questions related to the way you’ve chosen. At the end, talk with your partner about the picture.</p>	L	S	R	W	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L2_ALL1.pdf <p>Pen</p>	The teacher listens to and observes students while they are working in pairs. Then she/he asks them questions in order to revise the vocabulary and the communicative structures involved in the task.
L	S	R	W								

3	15 minutes	Children will think to a sustainable action that they can carry out to protect the Earth.	The teacher tells the students to think of a promise they want to keep in order to help the planet. Children are given a white cardboard sheet and will be instructed to dip the palm of their hand into a reusable plate with green paint on it and press their hand in the middle of the sheet while saying their promise aloud. They can then decorate their sheet by drawing the Earth around their handprint and by writing "I will take care of the Earth" and their promise (as an example look at U3_L2_ALL2).	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary I will take care of the Earth; I will plant trees; I will pick up trash etc.</p> <p>Communicative structures Dip the palm of your hand into this green paint. Press your handprint on your sheet. Write "I will take care of the Earth" and your promise to it.</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L2_ALL2.pdf <p>A A4 white cardboard sheet, green acrylic paint, a paintbrush, felt-tip pens</p>	The teacher checks if students understand his/her instructions and if they do it correctly. The teacher observes if students remember the expression needed and asks them questions about what they are writing.
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